

**VIRGINIA
STANDARDS OF LEARNING ASSESSMENTS**

Spring 2001 Released Test

**GRADE 5
ENGLISH: WRITING**

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DIRECTIONS

Read the passage in each shaded box. Read each question after the passage. Choose the best answer. Then mark the space in the answer booklet for the answer you have chosen.

SAMPLE A

A Special Person

In English class, Sarah has been asked to write a description of someone special to her. Sarah wants to write about her older brother.

Which of these would *best* help Sarah write her description of her older brother?

- A Calling his friends and telling them about him
- B Thinking about all the things she likes about him
- C Making a list of things she wants him to do for her
- D Asking him to take her to the library

SAMPLE B

Here is the first part of Sarah's rough draft.

(1)A special person in my life is my big brother. (2)He is Ben.

How can sentences 1 and 2 *best* be joined?

- F A special person in my life is Ben, my big brother.
- G A special person in my life is my big brother and Ben is who he is.
- H In my life a special person is my big brother and he is Ben.
- J My big brother Ben is a special person, he is in my life.

SAMPLE C

Here is the next part of Sarah's rough draft.

(3)He help me with my homework.

In sentence 3, He help should be written —

- A He were helping
- B He have helped
- C He helps
- D as it is

The Mysterious Clock

Rachel's class has been reading short stories. Now Rachel's teacher has asked the students to write a short story of their own. Rachel wants to write a mystery story.

Before she began her story, Rachel wrote these notes. Use them to answer questions 1 and 2.

Story Ideas

Who

- an interesting stranger you see every day
- an unusual neighbor who moves in nearby

Where

- an old house that no one ever seems to leave
- a mysterious relative who comes to visit
- a forest clearing where strange lights have been seen

What

- a key is found with a note attached to it
- a piece of jewelry is missing
- a clock suddenly starts turning backwards

1 Which of these is in the wrong place in Rachel's notes?

- A an old house that no one ever seems to leave
- B a mysterious relative who comes to visit
- C a key is found with a note attached to it
- D a piece of jewelry is missing

2 Which of these could be added under Who in Rachel's notes?

- F a tree that seems to moan in the wind
- G a beautiful box that can never be opened
- H a building that turns its own lights off
- J a friend who begins behaving strangely

Here is the first part of Rachel’s rough draft. Use it to answer questions 3–5.

(1)When Penny Morrissey and her family moved into their new house, they were surprised to find that the other people had left something behind. (2)It stood against the wall and faced the front door. (3)When they walked inside their new house, it was the first thing they saw. (4)It was one of those tall, fancy clocks. (5)It was one of those clocks called a grandfather clock.

(6)It was a beautiful clock. (7)The hands of the silent clock stood perfectly still. (8)For a few moments, the whole family stood and admired it. (9)The last neighborhood they lived in was really noisy.

(10)Penny’s mother said, “We just need to start it up again,” and she did. (11)“It’s 5:31 now. (12)In about a half hour, we will hear it chime six times.” (13)They all went into the kitchen, and Penny’s mom and dad cooked supper while the kids did their homework. (14)Now and then they looked up at the kitchen clock and waited for the six chimes.

3 How can Rachel write the other people to improve the meaning of sentence 1?

- A the people who had lived there before
- B those other people
- C people besides us
- D the other people before

4 How can Rachel *best* combine sentences 4 and 5 without changing their meaning?

- F Tall and fancy, and it was one of those clocks called a grandfather clock.
- G It was one of those tall, fancy clocks called a grandfather clock.
- H It was one of those clocks it was one of those tall fancy clocks called a grandfather clock.
- J One of those clocks called a grandfather clock, and it was one of those tall clocks and fancy.

5 Which of these sentences does *not* belong in Rachel’s story?

- A 3
- B 5
- C 7
- D 9

Read this next section of Rachel’s rough draft and answer questions 6–9. This section has groups of underlined words. The questions ask about these groups of underlined words.

(15)When the kitchen clock said 6 o’clock, though, they were surprised at what they heard. (16)The grandfather clock’s chimes sounded lovely, but there were only five of them! (17)Puzzled, they all looked at each other.

(18)“Did you hear what I heard? Penny asked.

(19)“Let’s go and look at the clock,” said her older sister Clara.

(20)They did. (21)It said 5 o’clock! (22)It had gone backwards in time instead of forwards!

(23)“Wow!” said Clara and Penny at the same time.

(24)Just then, they heard the sound of a engine out front. (25)They looked out the window and saw a pickup truck pulling up to the curb—backwards! (26)A man jumped out of the truck. (27)They hadn’t seen him before. (28)They watched as he approached the house.

(29)“Kcolc ym togrof I,” he said over his shoulder when they opened the door. (30)“Oh, sorry!” he said then, turning around to face them. (31)“What I meant to say was that I forgot my clock!”

6 In sentence 16, sounded lovely should be written —

- F sound lovley
- G sounded luvly
- H sounded lovly
- J as it is

7 In sentence 18, “Did you hear what I heard? Penny asked. should be written —

- A “Did you hear what I heard?” Penny asked.
- B “Did you hear what I heard? “Penny asked.”
- C “Did you hear what I heard” Penny asked?
- D as it is

8 In sentence 19, her older sister Clara should be written —

- F** her older Sister Clara
- G** her Older Sister Clara
- H** her older sister clara
- J** as it is

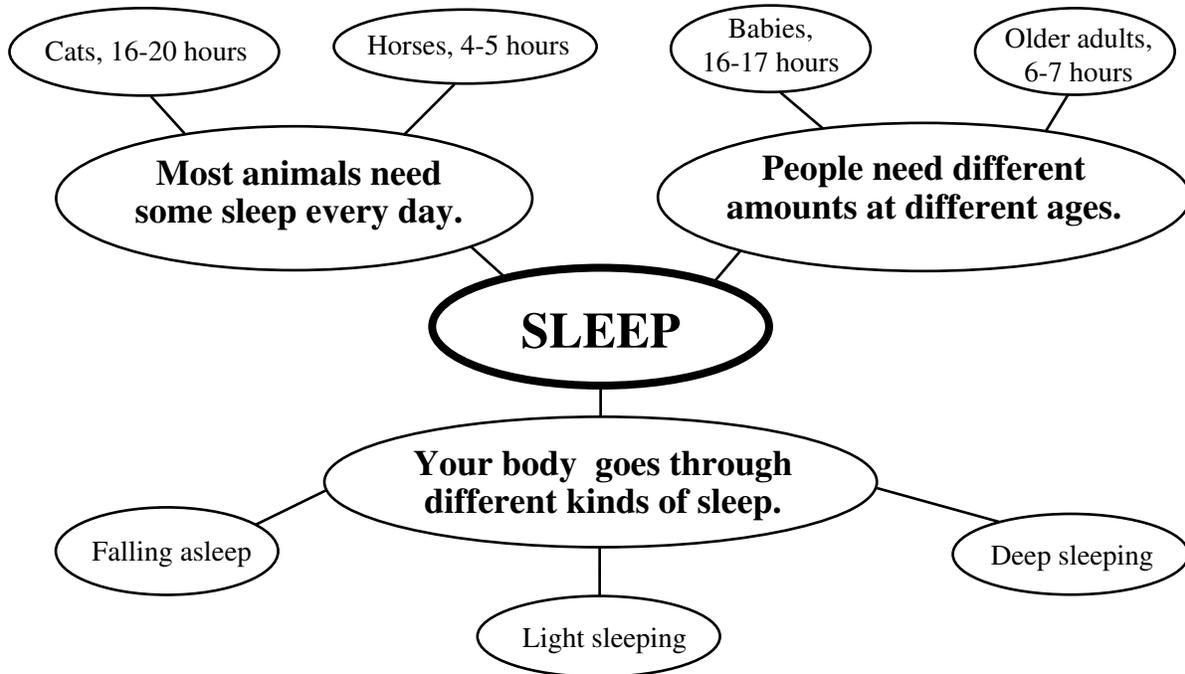
9 In sentence 24, the sound of a engine should be written —

- A** the sound of an engene
- B** the sound off a engine
- C** the sound of an engine
- D** as it is

A Good Night's Sleep

Alberto's teacher has asked the students to write about something needed to stay healthy. Alberto wants to write about the importance of getting a good night's sleep.

Alberto made this web. Use it to answer question 22.



10 Which of these could Alberto add to the heading People need different amounts at different ages. on his web?

- F Bedtimes
- G Taking naps
- H Teenagers, 8-12 hours
- J Giraffes, 3-4 hours

Here is the first part of Alberto's rough draft. Use it to answer questions 11–14.

(1)The other night something unusual happened to me. (2)No matter how hard I tried, I couldn't fall asleep. (3)My mind was running like a herd of wild horses thundering across the prairie. (4)I found myself thinking about everything in my life, like my schoolwork and my friends. (5)The thoughts were good, except that they were making me unable to sleep and were keeping me awake. (6)The next day I was very tired. (7)I even had some trouble concentrating. (8)Not being able to sleep reminded me of how important sleep is.

(9)Sleep is important not only for humans but also for animals. (10)There are some animals that do not sleep at all. (11)This includes bullfrogs. (12)However, most animals do need to sleep. (13)Different animals need different amounts of sleep each day. (14)Big animals that eat grass, like horses and cows, do not sleep very much. (15)They sleep only about four hours a day. (16)To feed their large bodies, they have to stay awake most of the time.

11 Which sentence is the *most* descriptive?

- A 1
- B 3
- C 7
- D 10

12 Which sentence says the same thing twice?

- F 2
- G 5
- H 6
- J 15

13 How should sentence 12 be written?

- A Most, however, animals do need to sleep.
- B Animals do need sleep, however, most.
- C However, to sleep most animals do need to.
- D As it is

14 Which sentence could *best* be added after sentence 16?

- F Sometimes the dreams that we have while we're asleep are very interesting.
- G Did you know that we humans spend a third of our lives asleep?
- H Other smaller animals, such as wolves, spend less time eating and more time sleeping.
- J If you do not get enough sleep, you will not be able to think very well at school.

Read this next section of Alberto’s rough draft and answer questions 15–20. This section has groups of underlined words. The questions ask about these groups of underlined words.

(17)Sleep is as important to us as food, water, and air. (18)Our bodies have a lot of work to do, so they need a certain amount of rest each day. (19)As we grows older, our need for sleep changes. (20)Babies need a lot of sleep, about sixteen hours a day. (21)Children and teenagers need about ten hours a day. (22)When were grown up, we’ll need about eight hours.

(23)We sleep at night because that’s when our bodies want to sleep. (24)darkness causes our brains to make us sleepy. (25)Have you ever gone to a movie on a sunny Saturday afternoon. (26)It probably felt strange to go back out into the sunlight. (27)You might have been yawning because the darkness made your brain think it was nighttime.

(28)I never knew how important sleep is for both people and animals. (29)Now when I walk through the park, I try not to wake up the animals that are sleeping!

15 In sentence 17, food, water, and air should be written —

- A food, water and, air
- B food water and air
- C food water, and, air
- D as it is

16 In sentence 19, we grows older should be written —

- F we grow older
- G we grow more older
- H we growing older
- J as it is

17 In sentence 22, were grown up, we'll should be written —

- A were grow up, well
- B we're grown up, we'll
- C we're growed up, well
- D as it is

18 In sentence 24, darkness causes our brains should be written —

- F Darkness causes our brains
- G darkness causes our branes
- H Darkness cause our braines
- J as it is

19 In sentence 25, Saturday afternoon. should be written —

- A saturday afternoon.
- B Saturday Afternoon!
- C Saturday afternoon?
- D as it is

20 In sentence 26, to go back out into should be written —

- F to go back owt into
- G too go back out in to
- H two go back out in to
- J as it is



Grade 5 English: Writing

Direct Writing Component

In the direct writing component, students write a composition about a topic presented to them in a writing prompt. The writing prompt page also includes a “Checklist for Writers” that lists points for students to keep in mind as they write. Writing compositions are scored in each of the domains:

- Composing
- Written Expression
- Usage/Mechanics

Scores in the Composing and Written Expression domains are reported as part of the Reporting Category called **Plan, Compose, and Revise Writing in a Variety of Forms for a Variety of Purposes**. Scores in the Usage/Mechanics domains are reported as part of the Reporting Category called **Edit for Correct Use of Language, Capitalization, Punctuation, and Spelling**. A writing prompt from the Spring 2001 administration is on the following page.

ENGLISH: WRITING

PROMPT No. 520

Write about a time when you saw something really beautiful OR something really interesting. Describe what you saw so that someone would be able to understand why it was beautiful or interesting. Be sure to use specific details.

CHECKLIST FOR WRITERS

- _____ I planned my paper before writing it.

- _____ I revised my paper to be sure that
 - _____ the central idea of my paper is clear;
 - _____ the central idea of my paper is elaborated;
 - _____ everything in my paper talks about my central idea;
 - _____ my paper is logically organized so readers will understand my message;
 - _____ my words and information make my paper interesting to readers; and
 - _____ my sentences make sense, sound like me, and read smoothly.

- _____ I edited my paper to be sure that
 - _____ I used good grammar;
 - _____ I used capital letters and punctuation marks correctly;
 - _____ I made my spelling correct; and
 - _____ I let my readers know where I started new paragraphs.

- _____ I checked my paper to make sure that it is the way that I want readers to read it.

Answer Key

Test Sequence	Correct Answer	Reporting Category	Reporting Category Description
1	B	004	Plan, compose, and revise in a variety of forms for a variety of purposes
2	J	004	Plan, compose, and revise in a variety of forms for a variety of purposes
3	A	004	Plan, compose, and revise in a variety of forms for a variety of purposes
4	G	004	Plan, compose, and revise in a variety of forms for a variety of purposes
5	D	004	Plan, compose, and revise in a variety of forms for a variety of purposes
6	J	005	Edit for correct use of language, capitalization, punctuation, and spelling
7	A	005	Edit for correct use of language, capitalization, punctuation, and spelling
8	J	005	Edit for correct use of language, capitalization, punctuation, and spelling
9	C	005	Edit for correct use of language, capitalization, punctuation, and spelling
10	H	004	Plan, compose, and revise in a variety of forms for a variety of purposes
11	B	004	Plan, compose, and revise in a variety of forms for a variety of purposes
12	G	004	Plan, compose, and revise in a variety of forms for a variety of purposes
13	D	004	Plan, compose, and revise in a variety of forms for a variety of purposes
14	H	004	Plan, compose, and revise in a variety of forms for a variety of purposes
15	D	005	Edit for correct use of language, capitalization, punctuation, and spelling
16	F	005	Edit for correct use of language, capitalization, punctuation, and spelling
17	B	005	Edit for correct use of language, capitalization, punctuation, and spelling
18	F	005	Edit for correct use of language, capitalization, punctuation, and spelling
19	C	005	Edit for correct use of language, capitalization, punctuation, and spelling
20	J	005	Edit for correct use of language, capitalization, punctuation, and spelling